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These illustrations need not be multiplied. The above are sufficient to substantiate the assertion that Funk's definitions of economic terms are better than Webster's, and that both are faulty.

Were one to criticise the "Standard Dictionary" as a whole, instead of in detail as above, he would surely congratulate the editors and publishers on the marked success of their great undertaking. Webster's Dictionary has long since won a deservedly high place; the "Standard" will take equal rank. The large corps of able men and the evident care with which they have done their work are assurance of the future popularity of the "Standard." As regards the type work and general form of the page there is little choice between the two works. Webster's page is, perhaps, the better of the two because somewhat smaller and less crowded. The illustrations in the "Standard" are superior to those in Webster. The lithographic work of the "Standard," particularly the plates of gems and decorations made under the direction of the art department of Tiffany & Co., may justly excite the pride of all Americans. Webster's arrangement of the material of the Appendix is preferable to that adopted by the "Standard," which I think has made a mistake in putting the biographical, geographical and historical names, etc., together into one alphabetically arranged list, instead of keeping them separate.

EMORY R. JOHNSON.

How to Study and Teach History. By B. A. HINSDALE, Ph. D., LL. D. Edited by Dr. W. T. HARRIS, U. S. Commissioner of Education. Pp. xxii, 346. New York: D. Appleton & Co., 1894.

The following are the topics treated in the twenty-three chapters: The Educational Value of History, The Field of History, Sources of Information, The Choice of Facts, Methods of Teaching, The Organization of Facts, The Time Relation in History: Chronology, The Place Relation: Geography, Cause and Effect in History, Physical Causes That Act in History, Human Causes That Act in History, The Teacher's Qualifications, Historical Geography: The Old World, Historical Geography: The New World, North America in Outline, The Colonization of North America, The Struggle Between France and England in North America, A Conspectus of the American Revolution, The War of 1812, The Territorial Growth of the United States, Phases of Industrial and Political Development, The Slave Power, Teaching Civics. The list of authorities attached to each chapter constitutes the most valuable collection in English pertaining to the teaching of history.

The profession has a right to expect a high grade treatise on the Pedagogy of History from the occupant of one of the oldest chairs of

the science and art of teaching in America. The author indicates in his preface that he aims to reach more particularly teachers of history in elementary and secondary schools. Two reasons justify this, (1.) The needs of these teachers are greater than those of the teachers above them. (2.) Little attention has been paid to meeting their wants in the way of methods of teaching history. It is true that great teachers of history have discussed the problem of history teaching in colleges and universities, and in this way have indirectly aided the teachers below, but very few have attacked the peculiar problem of history teaching in the lower schools.

The plan by which this purpose is sought to be realized is pedagogically correct: namely, to present the general principles and doctrines of history teaching in connection with the facts of history; not to divorce principle and fact, but rather show them in their living unity. (Rightly the author finds most of his illustrations in the field of American history—for with it most of his constituency will deal.) The separation of theory from practice is a common pedagogical sin; and it is largely due to much of the talk about teaching that seems to go nowhere; seems not to take hold of practice and control it and thus make it effective.

The order of chapters does not permit the perfect realization of the plan of keeping the doctrine and its concrete embodiment in closest union. An extended analysis of historical material should have furnished the basis for conclusions in regard to the nature of history, its educational values, criteria for selecting its facts, and the principles and process of organization. In failing to do this the author has fallen short of his own ideal of keeping theory and fact together. Definitions of history are of value only as they have working power. The definition of history is a conception of the subject obtained by the teacher in order that it may be used in directing the pupil's work. Such a definition can only be grown into the mind of the teacher from an intimate acquaintance with the subject itself; he must see that it embodies the very essence of the subject. But this cannot come from telling him what history is, but may come from letting him see what it is for himself.

The same fundamental defect is found in the discussion on the educational value of history. Why do teachers of history need to know its educational value? For two reasons at least: that this knowledge may throw light on the process of teaching history and may also justify the teaching of the subject. Especially with reference to the first purpose does this chapter fall short of what we ought to expect. To make educational values go for all they are worth, this grade of teachers must be made to witness, in their own minds,

the identical processes stimulated by history. The almost infinite distance between watching the mind perform the concrete processes involved in learning history and hearing or reading an enumeration of these processes can only be appreciated by one who has been the victim of the latter and has afterward been the agent of the former. For the teacher to watch the mind in the process of working its way through the subject is to give him an intelligent basis for reaching conclusions as to the processes and powers stimulated and as to the nature of the results both on the side of mind and on the side of knowledge. Then the teacher may know for himself in what form the subject stands in the learner's mind and what changes have been wrought in his mental life. There is no contention about the truth of the author's statement of the educational value of history; it is true. But it is firmly believed that if he, as a skillful teacher and a reputable historian, had taken a series of events and had analyzed the mental processes and products involved in their mastery vastly more would have been done for his constituency than all the wise saying of all the wise men quoted in this chapter.

The attempt to apply ready-made psychology to a subject as an explanation of its educational value or of the methods of teaching it is right in its intention but wrong in its method. Every subject furnishes its own psychology—an objective psychology that gives the true solution of educational value and methods of teaching. The sooner teachers realize this fundamental truth, the sooner will the profession possess a rational pedagogy of the various subjects of study.

It must not be inferred from the above criticism that Dr. Hinsdale has not produced a work of great value, for he has, and every teacher of history, as a professional duty, ought to study it.

W. H. MACR.

Histoire générale du IV^e Siècle à nos Jours, publié sous la direction de MM. E. LAVISSE et A. RAMBAUD. Tome I, *Les Origines 395-1095*. Tome II, *L'Europe féodale, les Croisades 1095-1270*, pp. vi, 805 and 987. Paris: Armand Colin et Cie. 1893.

There is a fascination in working with the sources of history, which is never felt by the compiler, who derives his materials from secondary books. Of course, it is impossible, without long years of study, to master the original records of more than a single epoch. Consequently, critical students usually prefer to record the results of their researches in monographs, long or short. But of those who are interested in history very few have time to read monographs. They demand that the results of this research shall be made accessible to